

J. Curran

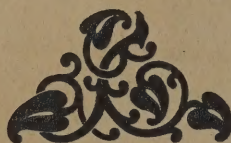
ABHIS

1947
Graduation



JUNE 1947

*Success
to the
Class of 1947*



London Clothing Corporation

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BROCKTON

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THE ABHIS

VOL. XXVI

JUNE, 1947

No. 3

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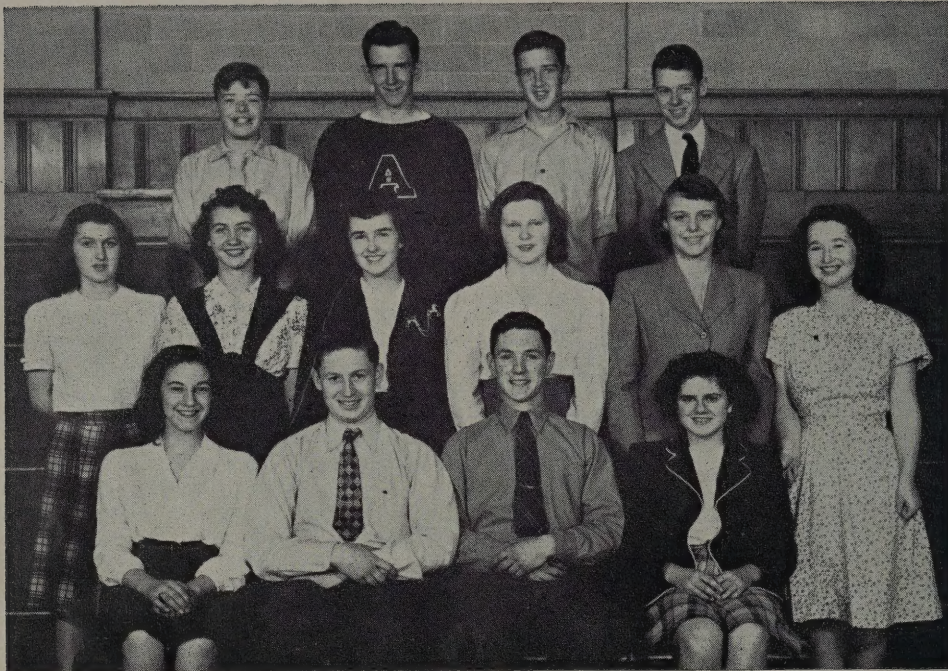
ABHIS STAFF

Editor-in-Chief, Jane Tobin; *Literary Editor*, Victor Stockbridge; *Business Manager*, Rose Carroll; *Art Editor*, Robert Brady; *Typists*, Phyllis Burrill, Elizabeth Schlieff, Elizabeth Ellis

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THE ABHIS



STUDENT COUNCIL

President, Victor Stockbridge; Vice-President, John Lynch; Secretary, Joanne Purcell; Treasurer, Barbara Moriarty



NATIONAL HONOR SOCIETY

First row (left to right) — Jean Griffen, '49; Joanne Curtis, '47; Pearl Lucas, '47; Louise Porter, '49; Lois Galbraith, '48; Joan Doherty, '49
Second row — Nancy Atwood, '49; Fay Burns, '49; Ruth MacPhelemy, '47; Maureen Tobin, '49; Shirley Frolio, '47; Sally Sanderson, '49; Barbara Moriarty, '49
Third row — Harvey Mason, '49; Victor Stockbridge, '47; William Kiely, '48; James Tribble, '48; David Stockbridge, '48; David Crownfield, '47; John Lynch, '47

CLASS OF 1947

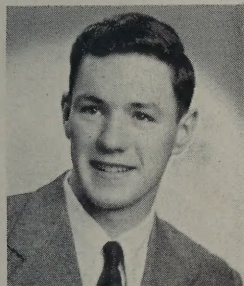
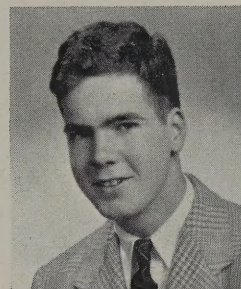
PRESIDENT

PAUL MORIARTY

"Moe"

"I am not only witty in myself, but the cause that wit is in others."

Class President 3, 4; Track 3, 4; Class Play, Stage Manager 4; Math Club 2; Library Club 2, President 2.



VICE-PRESIDENT

JOHN LYNCH

"Jack"

"I never knew so young a body with so old a head."

Class Vice-President 3, 4; Track 3, 4; Student Council 1, 2, 3, 4; Secretary-Treasurer 4; Class Play 4; Honor Society 4.

Jack Lynch

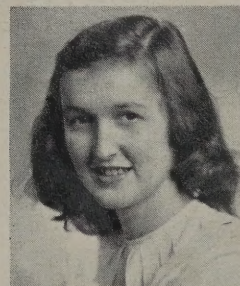
SECRETARY

JOANNE CURTIS

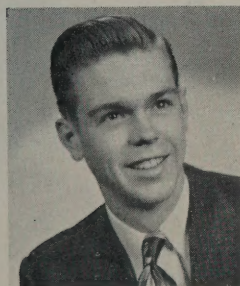
"Jo"

"Almost everything that is great has been done by youth."

Class Secretary 1, 2, 3, 4; Abhis 2, 3, 4, Literary Editor 4; G.A.A. 1, 2, 3, 4; Honor Society 4; Student Council 4.



*To a pretty
miss
Bob-*



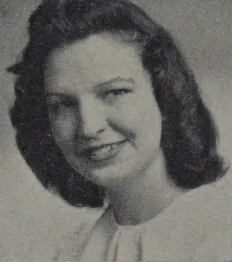
TREASURER

ROBERT SCHNEIDER

"Bob"

"When I think I must speak."

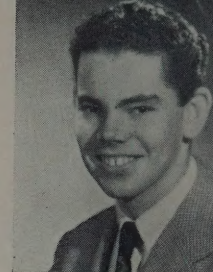
Class Treasurer 4; Basketball 2, 4; Math Club 2; Art Club 3, 4, Treasurer 4; Class Play 4.



MURIEL BLANCHARD "Cee"

"Silence is sweeter than speech."

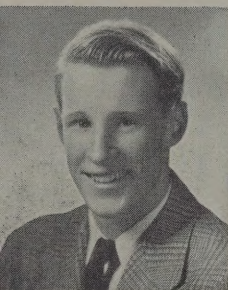
Abhis 4; B.A.A. 1, 2, 3, 4; Glee Club 1, 2, 3, 4; Debating Club 4; Choral Group 4.



WALTER BROWN "Wally"

"Not by years, but by disposition is wisdom acquired."

Science Club 2, 3; Track Team Manager 3.

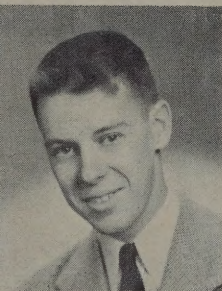


RICHARD BOWMAR "Tod"

"I am not in the role of common men."

Football 2, 3, 4; Basketball 2, 4, Manager 4; Baseball 4; Track 3, 4; B.A.A. 2, 3.

*Best of Luck + Love
Tod*

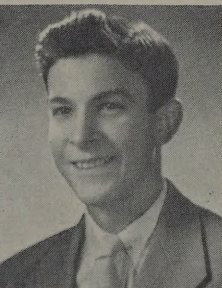
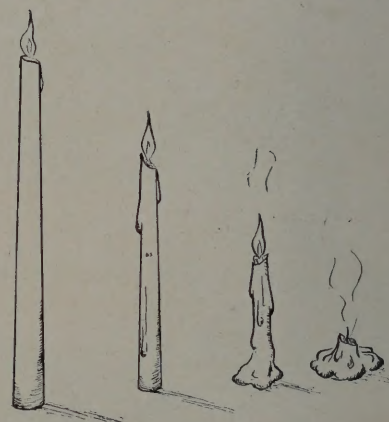


ROBERT BRADY "Bob"

"He was ever precise in promise-keeping."

Abhis 3, 4, Art Editor 4; Student Council 3, 4; Art Club 2, 3, 4, Treasurer 3, President 4; Football Manager 4; Class Treasurer 3.

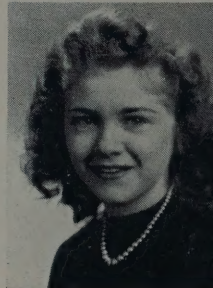
*Best of Luck
Bob*



RICHARD BROWN "Dutch"

"I live in a crowd of jollity."

Band 1, 2, 3, 4; Glee Club 3; Baseball 3; Class Play 4.

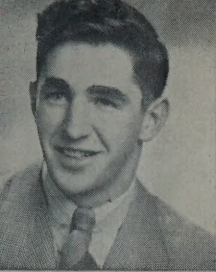


PHYLLIS BURRILL "Fi"

"The hand that hath made you fair, hath made you good."

Abhis Typist 4; Library Club Secretary 2; Shorthand Club 2, 3, Secretary 3; G.A.A. 1, 2, 3, 4; Dean's Council 4; Glee Club 1, 2.

*Love + Luck to a
nice kid!
Phyl '47*

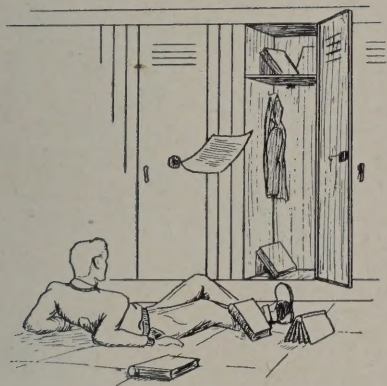


RICHARD COX

"Dick"

"A man of action."

B.A.A. 1, 2, 3, 4; Science Club 2; Football 1, 2, 3, 4; Basketball 3, 4; Baseball 1, 2, 3, 4.



ROSE CARROLL

"Ma"

"A good heart is better than all the heads in the world."

Abhis 3, 4, Business Manager 4; G.A.A. 1, 2, 3, 4; Girls' Basketball Manager 3, 4; Dean's Council 4; Spanish Club 2.



PHYLLIS CHENEY

"Phyl"

"My heart is true as steel."

G.A.A. 1, 2, 3, 4; Dramatic Club Treasurer 3, 4; Debating Club Vice-President 4; Stamp Club Vice-President 2; Dean's Council 4.

*Love + Kisses
Phyl.*



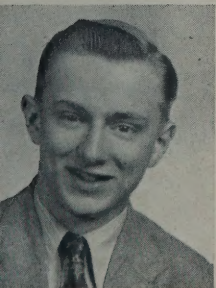
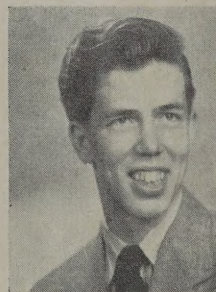
Let's thank "Pete"

PETER CHRISTIANSON

"Pete"

"It is a very undertaking to seek to please everybody."

Football 2; Baseball 3; Math Club 2; Science Club 3, 4; Glee Club 2; Class Basketball 4.



DAVID CROWNFIELD

"Sparkie"

"I am Sir Oracle, and when I open my lips, let no dog bark."

Beaver Staff Assistant Editor 4; Science Club 2, 3, 4; Honor Society 4; Class Play 4; Track 3, 4.

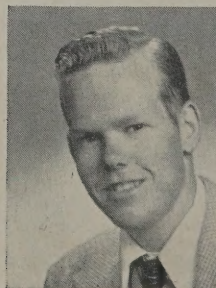
** The Truth shall make you free
DRL*

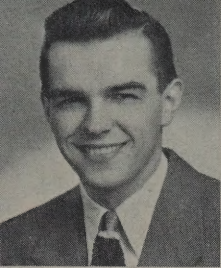
LESLIE COLLINS

"Tom"

"I'll not budge an inch."

Glee Club 1; B.A.A. 1.





ALBERT D'AMATO "Albie"

"I know a trick worth two of that."

Band 1, 2, 3; Science Club 3, 4, Vice-President 4; Math Club 2; Glee Club 2, 3; Class Play 4; Class Basketball 3, 4.

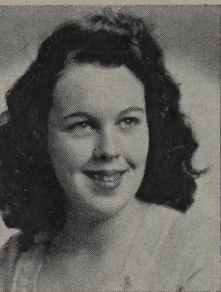


SHIRLEY FROLIO

"Fro"

"I know what I like."

Dramatic Club 2, 3, 4, President 4; Science Club 2, 3, 4, Secretary 3, 4; Basketball 1, 2, 3, 4, Co-Captain 2; Cheerleader 4; Class Play 4.

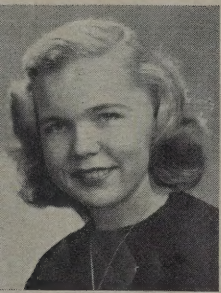


PHYLLIS DUHAINE

"Dana"

"As merry as the day is long."

G.A.A. 1, 2, 3, 4; Basketball 3; Glee Club 2, 3; Library Club 3; Abhis Typist 4.

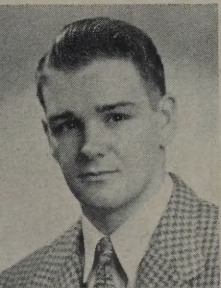


BETTY ELLIS

"Betsey"

"Truth hath a quiet breast."

G.A.A. 1, 2, 3, 4; Abhis 4; Glee Club 1, 2, 3; Library Club 2, 3; Class Play 4; Tumbling Team 3.



*To the Best Editor
She abhis ever had.
Don*

DONALD EWELL

"Don"

"This man makes friends without half trying."

Football 1, 2, 3, 4; Co-Captain 4; B.A.A. 2, 3, 4, Co-President 4; Science Club 2, 3, 4, President 4; Class Play, Publicity Manager 4.

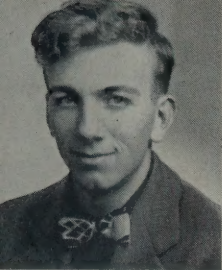


RONALD FULTON

"Ronnie"

"The world's great men have not always been scholars."

Football 1, 2, 3; Basketball 1, 2; B.A.A. 1, 2, 3; Glee Club 1, 2, 3.



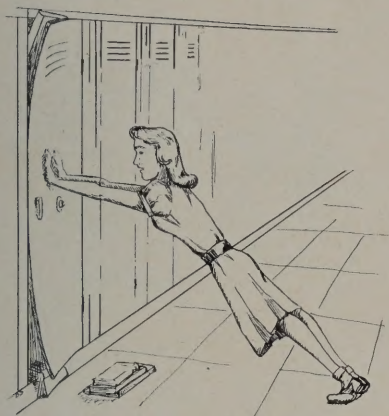
*Husk
Hask*

MERRILL DEANE HASKINS

"Husky"

"From the crown of his head to the sole of his foot he is all mirth."

Abhis 1; Band 1, 2, 3, 4; Class Play 4; Glee Club 2, 3; Science Club 4, President 1, 2.



GERALDINE JACKSON "Gerry"

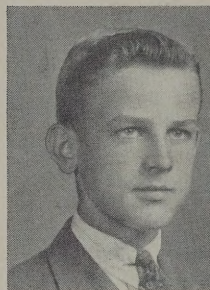
"He that is of a merry heart hath a continual heart."

Library Club 1, 2, 3, President 2; Science Club 1; Glee Club 1, 2; G.A.A. 1, 2, 3, 4.



THOMAS JANUSZEWSKI "Tommy"

"As upright as the cedar."

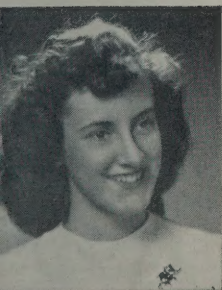
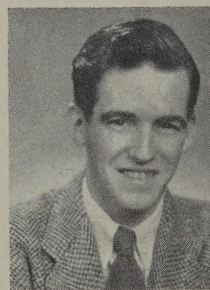


*Tots of Luck
Bill*

WILLIAM KELLEY "Bill"

"Be silent and safe — silence never betrays you."

Track 3, 4; Football 2, 3; Science Club 2; B.A.A. 2, 3.



HAZEL NADEANE HOWARD

"Dean"

"A daughter of the gods, divinely tall."

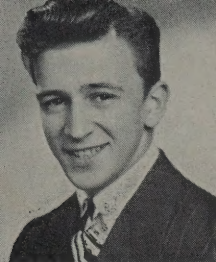
G.A.A. 1, 2, 3, 4; Glee Club 1, 2; Student Council 1, 3; Debating Club President 4; Class Play 4.



HELEN KRISTIANSEN "Kris"

"I never found the companion that was so companionable as solitude."

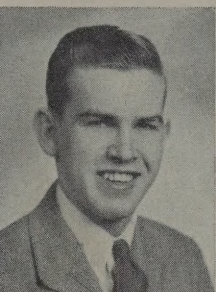
G.A.A. 3, 4; Stenography Club 3; Debating Club Secretary 4.



STANLEY KUBOSKI "Stush"
"I am sure that care's an enemy to life."
 Football 3, 4; Basketball 2, 3, 4; B.A.A. 1, 2, 3; Glee Club 1, 2, 3.



MARY MacDONALD "Mac"
"Ornament of a meek and quiet spirit."
 Dorchester High for Girls Glee Club 2, 3; A.H.S. Glee Club 4.

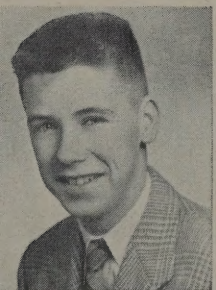


RICHARD LAKE "Dick"
"It is better to wear out than rust out."
 Football 1, 2, 3, 4, Co-Captain 4; Baseball 1, 2, 3, 4, Captain 4; B.A.A. 2, 3, 4, Co-President 4; Basketball 1, 2; Current Events 2, 3.

Dick Lake

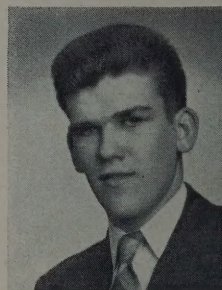


PEARL LUCAS "Pal"
"Her ways are ways of pleasantness, and all her paths are peace."
 Abhis 2, 3, 4, Editor 4; G.A.A. 1, 2, 3, 4, President 4; Honor Society 4; Cheerleader 4; Class Play 4.



Bob Lynch

ROBERT LYNCH "Bob"
"Young fellows will be young fellows."
 Glee Club 1; B.A.A. 2; Current Events 3.



JOHN MacPHELEMY "Mac"
"Be swift to hear, slow to speak, slow to wrath."
 Basketball 3; B.A.A. 2, 3; Science Club 1, 2; Stamp Club 1, 2.



RUTH MacPHELEMY "Ruthy"

"True humility, the highest virtue of them all."

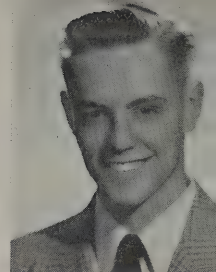
Glee Club 1, 2, 3, 4; Stenography Club 2; G.A.A. 2, 3, 4; Honor Society 4.



FREDERICK MURPHY "Murph"

"The greater man the greater courtesy."

Football 1, 2, 3, 4; Basketball 1, 2, 3, 4; B.A.A. 2, 3; Baseball 4; Glee Club 1, 2, 3.



JANICE NICHOLS "Jan"

"And the merry love to dance."

G.A.A. 1, 2, 3, 4; Stenography Club 3; Glee Club 1, 2, 3; Home Economics Club 4.



CLAIR OLSON "Olsonavitch"

"A witty woman is a treasure; a witty beauty is a power."

Abhis 3, 4; Dramatic Club 3, 4; G.A.A. 1, 2, 3; Library Club 3.

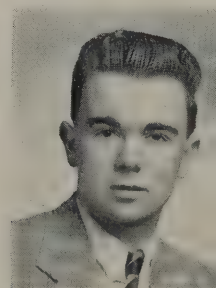


VIRGINIA MOODY "Ginny"

"I can be pushed just so far."

Dramatic Club 2, 3, 4; Band 1, 2, 3, 4; Beaver Staff 4.

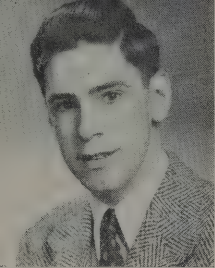
*With love
Bill.*



WILLIAM PERHAM "Bill"

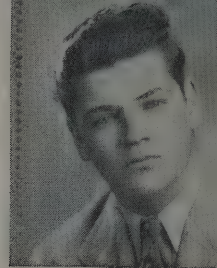
"To unpathed waters, undreamed shores."

B.A.A. 2, 3; Art Club 3.



ROBERT ROGERS "Bob"
"A man who blushes is not quite a beast."

Track 3, 4; Glee Club 1, 2, 3, 4.



PAUL SHEEHAN "Tubby"
"Shall I not take mine ease in mine inn?"

B.A.A. 2, 3; Science Club 1, 2; Glee Club 1, 2.



ELIZABETH SCHLIEFF "Lizzy"
"She is the mirror of all courtesy."

G.A.A. 1, 2, 3, 4; Basketball 4; Glee Club 1, 2, 3; Library Club 3; Abhis 4; Stenography 2, 3.



JUNE SEAMAN "Rusty"
"She is a winsome wee thing."

G.A.A. 1, 2, 3, 4; Vice-President 3, Treasurer 4; Glee Club 1, 2, 3; Home Economics Club 4; Basketball 2, 3, 4, Co-Captain 3, 4; Health Club 2.



DIANA SHATS "Di"
"Exceedingly well read."

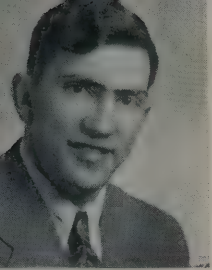
Dramatic Club 2, 3; Glee Club 1, 2; G.A.A. 1, 2, 3, 4; Library Club 3.



Hazel Skillings

HAZEL SKILLINGS "Hazy"
"Of surpassing beauty and in the bloom of youth."

Glee Club 1, 2, 3, 4; G.A.A. 1, 2, 3, 4; Stenography Club 3; Abhis 4.



ROLAND ST. JAMES "Rolly"

"There's the humor of it."

B.A.A. 1, 3; Football 1, 4.



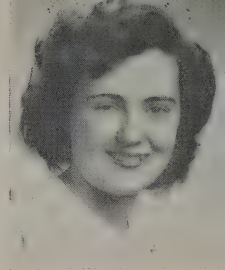
JANE TOBIN

"Toby"

"How sweet and fair she seems to be!"

Abhis 1, 2, 3, 4, Editor 4; G.A.A. 1, 2, 3, 4; Student Council 2, 3, Secretary 3; Class Play 4; Home Economics Club President 4.

Luck in every thing "June" '47



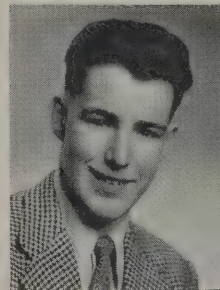
ROBERT WALSH

"Walshie"

"Let what will be, be."

Football 3, 4; Math Club 2; Stamp Club 1; Band 1, 2; B.A.A. 3.

Best of Luck Bob "47"



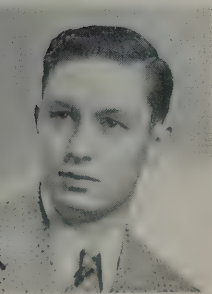
GRETA WARD

"Gret"

"I did not care one straw."

Glee Club 4; Stenography Club 1; G.A.A. 3.

Greta Ward



VICTOR STOCKBRIDGE "Vic"

"Of soul sincere, in action faithful, and in honor clear."

Science Club 2; Abhis, Literary Editor 4; Student Council, President 4; Honor Society 4; Class Play, Business Manager 4.

Love - luck to the best tennis player ever Frannie '47

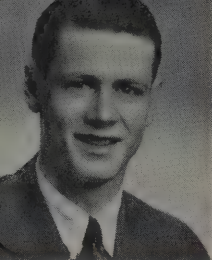
FRANCES WATSON

"Frannie"

"Life is not life at all without delight."

Band 1, 2, 3, 4; Dramatic Club 2, 3; Science Club 1, 2, 3; Cheerleader 4; G.A.A. 1, 2, 3, 4.





BEDFORD WHEATON "Buddy"

"Men of few words are the best men."

Beaver Staff 4; Basketball 4; Track 4;
East Bridgewater Student Council 3;
Basketball 1, 2, 3.



HELEN WOODS "Red"

"Blushing is the color of virtue."

Glee Club 1, 2, 3, 4; Dramatic Club
2, 3; Library Club 3; Home Economics
Club 4; G.A.A. 1, 2, 3, 4.

JOHN GINIEWICZ "Johnny"

*"A fellow of plain and uncoined
constancy."*

B.A.A. 1; Football 3, 4; Basketball 1.

JAMES KIERNAN "Red"

*"If he has any faults — he has us in
doubt."*

Band 1, 2, 3, 4.

ROGER SCHOFIELD "Sco"

"Give me neither poverty nor riches."

B.A.A. 2; Art Club 2.



EDITORIAL

SHOULD THE UNITED STATES EXTEND AID TO GREECE?

Now is our chance to strengthen our traditional ties to the last remaining democracy in Greece. The Greeks have long been among our most steadfast friends. Today, more than ever, we should protect that friendship with our aid. If we help them, they can probably keep their freedom; if we fail them, they may be forced to join the Baltic group of Sovietized countries. So long as most of her people live as poorly as they do now, Greece will be softened to Russian propaganda. To remain independent she must improve her living conditions and only one country, the United States, can help her.

Grecians are friendly to America both in their attitude toward us as a nation and in the attitude of many individuals of Greek origin, who have returned to their homeland to do things and conduct business in the American way.

Greek-American friendship goes back to the revolution of 1812, when the Greeks revolted against the Turks and began their twelve-year war for freedom. Sympathizers in the United States produced a few American volunteers.

Greece is in danger because her 7,000,000 people are out on a limb, attached to a mainland trunk, inhabited by three times as many Slavs. Moreover, Greece cannot feed herself. Eighty per cent of her merchant marine was sunk by the Germans and Italians. Her main export is tobacco.

It will require a great deal of money to put the Greeks in shape and give them the standard of living which will insure their freedom. The only other choice will lose us the best friend we have in Eastern Europe and the best example of transplanted Americanism there is. We must make a place for Greece in our economic system. This means credits to help restore her merchant marine; it means providing a steady market for the Greek tobacco crop; it means generous loans to help raise the poor living conditions.

Either the United States must give aid to Greece now, or, sooner or later, the Russians will do so by force. If we weakly keep hands off, we shall have lost an unusual chance to prove the value of American friendship.

EARL BLOCK, '49

EDUCATION IN RUSSIA

The Soviet Union has approximately 700,000 students attending institutions of learning above the high school level, one-third more than pre-war

figures indicated. Once a student is in school, the state gives him a monthly allowance for expenses, running from 200 to 450 rubles. Students from out of town or far-distant places may obtain free lodgings near the schools they wish to attend.

One commentator estimated that there were about 70,000 students in Russia's 34 universities taking general courses similar to those at Moscow University. The rest take up medicine, agriculture, engineering, or other technical studies. The university courses include history, economics, philosophy, mathematics, physics, jurisprudence, geology, biology, and geography.

Twenty-five per cent of the faculty are members of the communist party. The professors are chosen by secret ballot by a board composed of heads of various departments. Their average pay, since a 100 per cent increase a little more than a year ago, is about 6,000 rubles a month. The range is from 1,500 to 12,500 rubles monthly. (A ruble is quoted in official exchange rates at 5.3 rubles to the dollar. Russian diplomats pay 8.3 cents a ruble). These salaries make the professors among the highest paid persons in the Soviet Union.

Moscow Institute, the first definite advancement in Russian education, was built 194 years ago. It has 8200 full-time students and it is the largest institution of its kind in Soviet Russia. It has recently been rebuilt and now looks like any American college structure. The institution's old buildings were burned during the Napoleonic invasion.

About twenty per cent of high school students taking entrance examinations get the passing grades. No investigation is made of a student's background, nor are applicants subject to political questionnaires. The examinations are based purely upon academic grounds. The annual tuition is four hundred rubles.

War veterans or children of invalid veterans may attend the universities free of charge plus a state allowance.

The ratio in these colleges is 55 per cent women to 45 per cent men.

Russia is taking rapid strides in her advance to modern trends. Her education is improving; thus her people are improving. If the Soviet Union continues to improve at such a pace, let us hope she will adopt Democratic ideals in place of Communistic beliefs.

LOIS GNONG, '49

PALESTINE: THREAT OF A THIRD WORLD WAR

In order to prevent a third world war the United Nations Organization should take immediate steps to settle the Arab-Jewish conflict in Palestine.

Ever since Bible days, the Jewish people have been classed as a race without a country. Palestine lies between the Mediterranean Sea, Syria and the Arabian Desert. It is about the size of the state of Vermont.

Early in the 15th century, the Turks over-ran and dominated Palestine. It remained under the rule of the Turks until World War I, when it was seized by Great Britain. The League of Nations granted Great Britain the power to control this area.

With the Jewish population moving in and colonizing the country, the Arabs revolted. Great Britain drew up a plan whereby Palestine should remain a state with a permanent Arab majority of two to one. Jewish migration would be limited to 75,000 per year until 1944. Restrictions were placed on the acquisition of land by the Jews. Complete independence was promised by 1949 with safeguards for the Jewish minority. This plan satisfied neither side and rioting broke out.

Did Great Britain have the right to tell the Arabs that they must give up their land to foreigners? The answer to this question is apparently a negative one. If 75,000 Jewish people were allowed to enter Palestine each year, within a very short time the entire area would be dominated by the Jewish race.

This brings up the question as to where the Jewish people will be permitted to live. Because of World War II, there are now vast numbers of homeless Jews scattered over Europe. Hatred for the Jewish race by the German people has spread throughout all Europe, so that no country wants the Jewish people to live within its boundaries.

The problem is, Where can the Jewish people settle? The United Nations Organization should propose a solution that would lead to the settlement of the conflict in Palestine.

In an article written for *Harper's Magazine*, Kermit Roosevelt has this to say:

"The way should be opened for Palestine to become an independent state, a member of the Arab Federation and of the United Nations. It would have an Arab majority, but the right of the Jewish minority should be carefully protected under a United Nations guarantee, with local self-government and practicable and full participation in the national government.

"Administration of the country ought to be turned over to Arabs and Jews as rapidly as possible. Full independence would be granted as soon as the United

Nations commission reported that public order could be maintained."

A plan such as the preceding one should appeal to both the Arabs and the Jews, for each party would be acquiring some of the things it wants the most. However, other phases present themselves, and only by studying the Jewish rights and the Arabs' viewpoints can anyone arrive at a workable solution, and any solution should be in line with the American traditions of justice and democracy.

FAY BURNS, '49

THE UNITED STATES VS. COMMUNISM

In 1947 the world is like the little boy who broke his father's favorite pipe and was afraid of what his father would do to him. Every country is wondering what the other is up to. Russia is afraid of the United States, because she doesn't know what we are going to do with the atom bomb. The United States is wondering about Russia, because many believe she is trying to spread communism. Is the United States going about this matter in the right way? The leaders of this country are denouncing communism and Russia, they are asking for war, because no country is going to stand for insult after insult for long, as Russia is doing.

I am not saying that we should condone communism, but I think it would be best if we kept American Communists under observation and waited for further developments in Europe and Asia. In this way we might avert another war.

Communism is one of the most destructive forces in the world, second only to the atomic bomb. It is a much stronger party than the Nazis were when they started their rampaging in 1939. Communistic manners should be kept out of this country and out of all other countries as well. If a nation wants to accept communism as its government it is none of our business, but if communism is forced onto a country, that is a different matter, a matter that should be handled by the United Nations Organization.

WALTER BROWN, '47

AFTERWARDS, WHAT?

A high school education is really a person's stepping stone to the future. Most of us, especially the underclassmen, regard high school as a place where we may see friends, have a good time, and as a side issue learn something. Really though, in the back of all our minds we are wondering what we are going to do after we graduate.

Practically all of us are going to require a higher education of some kind. For some of us it will be gained in secretarial school, perhaps in mechanical arts school, perhaps while serving an apprenticeship

for a certain kind of work, and for a fortunate few, in college. In this day and age it is necessary for each to know his chosen vocation well. The people who know the most are going to get the best jobs. Therefore, it is never too early for a person to try to plan his future.

For most of the girls their jobs will be temporary. Even when they do marry it may be imperative that they work.

The boys have a much more serious problem. The work they choose will very likely have to be a life-time occupation.

College is a good thing for everyone who can possibly attend one. A college graduate is not only fitted to do many kinds of work, but he is also prepared to get along with other people.

Our high school course will be over before we know it. Shall we be prepared for the future?

JILL DURLAND, '50

AN ADVENTUROUS EVENING

Even if I should live to be a hundred years old I should never forget the hurricane which I once lived through. I gradually became aware of this terrifying monstrosity when wind hailed, trees crashed, branches fell, and electric wires snapped and swung threateningly above the sidewalk.

I was enjoying this excitement until—alas! a crashing, banging, splitting sounded at the rear of my home. Running to investigate I beheld our cherry tree, lying smashed and battered on the ground, like a wounded soldier that had once stood so tall and brave. I might truthfully confess to my readers that the legend of George Washington's cherry tree will never be as important an incident in American history as was the destruction of our cherry tree. After viewing this destruction and reluctantly ambling into the house, I started complaining to Mother about the great loss, but above my voice rose the sound of splitting, crashing branches. Upon my second inspection I was confronted by another piteous sight, for there upon the ground lay our beautiful lilac bush, its pulchritude and fragrance gone forever.

At this time some of my friends came to invite me on a sight-seeing tour, and disgusted at their cheerfulness, I shouted, "Look at our trees; they're gone forever." Then to my utter amazement someone said, "Oh, that's nothing much, those are only trees. You should come with us and see some

real damage." It perhaps doesn't surprise you to know that while standing awe-stricken, amidst a crowd, in front of the local postoffice, above which the town clock was rocking from East to West, I told a fellow citizen that our beautiful cherry tree had fallen and would never again bear fragrant blooms.

Finally my better judgment urged me homeward where immediately Mother sent me out to the barn to hunt for an old kerosene lamp. Yes, of course I had seen lamps, but used them I had not and courageously I sought this queer object which to me was only a smoked-chimney, dust-covered contraption.

Once more back in the house and still alive, I decided to occupy my mind otherwise than with the elements. I turned on the radio, but there was no electricity. By this time, the atmosphere of the house was unbearable, with its darkness, spookiness, and only one dim, sickly flickering light produced by the kerosene lamp. Again the yearning for adventure was upon me and I was soon in the cellar searching for a lantern, which I found after bumping into the heater, a bushel basket, and a preserve shelf. My spirits rose and I enthusiastically ascended to the kitchen and informed Mother that I was going to do some exploring in the back yard. Thus, with lantern in one hand and a flashlight in the other, I bravely stepped out the door. Yes, I went out and so did the lantern, for "ka-plunk"—there I was lying half-buried in a bed of boards, leaves, and squashed grapes, with my face pushed into the blossoms of what had once been a beautiful and fragrant honey suckle vine. After much grumbling and groaning, I arose and retraced my steps to the kitchen to announce my thanks that I hadn't lived in the older days, when people used those confounded lanterns which always went out when most needed.

After washing my face, hands and arms, I trusted my life to a candle in one hand and the stair railing, and climbed upward to bed, where I heard outside the howling wind, the crashing of timber, and workmen's voices. Let happen what would, for it was far above my poor power to remain awake. Imagine my surprise when the next morning I found the sun shining in the window of my room when I was the person who had felt sure that I should never see daylight again.

JOHN BUSSEY, '48

ESSAYS

WHAT KIND OF LABOR LEGISLATION SHOULD THE 80TH CONGRESS PASS?

EUGENE DUNLEY, '47

The 80th Congress has before it in the field of labor legislation a task well calculated to tax the efforts of even the best of its members. It must reduce the number of commerce-crippling strikes, provide a fair balance between unions, employers, and employees of responsibilities, and legal rights, and pass some fair law to eliminate those monopolistic labor practices that tend to "freeze" our economy; namely, industry-wide shut-downs.

Capital and labor have been natural allies in the productive greatness of America, but both groups insist upon indulging in recriminations against each other. Although, both are matured groups, they fail to act with the wisdom that should accompany maturity. In the past decade or so, however, I believe the chief fault has lain with labor and it is against this group I shall present the labor legislation I should like to see enacted.

The first bill is the Senate 105, which, in short, deals with the outlawing of any contracts or agreements that make membership or non-membership in a union, a condition of employment and repeals the legality of the closed shop.

Certainly no one should be intimidated through his means of livelihood into the joining or the non-joining of any organization, and any compulsion is a clear cut violation of the individual worker's Constitutional rights. This also tends to create a state in which a union can represent workers that are not in accord with the striking union's views, thereby creating discontent.

The policy of the closed-shop infers that the average American is not able to think for himself; in other words, that he is stupid and cannot render intelligent decisions for himself. This is not the case and any such totalitarian insinuations, such as once existed in Germany and which are common in Russia today are not in my estimation conducive to peaceful labor-capital arbitration.

The next bill I should like to see passed is the Senate No. 55 which attempts to improve the form

of government mediation and provide a fair balance of legal responsibilities between unions and employers. This bill will provide for a Federal Mediation Board to settle all voluntary disputes. The board is to have a sixty days' grace free from strike lockouts in order for the mediation to function properly.

The most important feature of this bill is the outlawing of the secondary boycott which is in restraint of trade or a jurisdictional strike. This practice is not only harmful to the public but it also tends to create strong monopolistic groups damaging to our economy.

The last bill on my agenda is the Senate No. 133 which deals rather strongly with industry-wide bargaining by prohibiting that bargaining when two or more employers in competition are involved. The central idea of the bill is to place all disputes at the locality from which they originated but not to involve international unions or employers associations. A local shut-down has very little effect on the country; whereas, an industry-wide shut-down can be disastrous. When a dispute grows all out of proportion to its importance it tends to leave in the dust the individual workers which the decisions affect so closely. Therefore, I believe all disputes should be localized giving the individual worker a stronger participation in decisions pertaining to his welfare.

Another important benefit to be derived from this bill is extinction of those monopolies that can shut off completely any product of the country and cause serious damage to its prosperity and even to its people's health.

Although the labor legislation I have endorsed favors capital it isn't in so far as I can see unfair to labor. In the past Congress has gone too far in handing out power to the unions. This situation must be rectified on a sound and just basis for both free enterprise and free labor unions and this can be achieved, I believe, by the bills I have recommended.

The London Clothing Company of North Abington and Brockton offered to the senior class \$100 in prizes for essays on the subject, "What Type of Labor Legislation Should be Passed by the Eightieth Congress?" The judges awarded to Eugene Dunley the first prize of \$50, to Hazel Skillings the second prize of \$25, to David Crownfield the third prize of \$15, and to Janice Nichols the fourth prize of \$10.

LET'S BE LOGICAL

The American Council of Teachers of English recently reported that modern education has failed in its three principal functions; namely, to teach the student to understand the ideas of others, to evaluate these ideas and to form his own opinions, and to express these opinions clearly and exactly. The first and third of these are problems largely for the English departments, but how about the second, probably the most important one of all? Where does the student learn to analyze a situation, to weed out the extraneous matter, and to form an opinion based on the actual facts? The average student has no systematic training in the use of reason, the exercise of which constitutes the principal distinction between *homo sapiens* and the other mammalia.

No course now offered in high school provides the thorough training in this field that is so sorely needed. The only apparent solution is to include in the high school curriculum a course in logic. As the formation of one's own ideas and the analysis of others' ideas is of such vital importance, this course should be made compulsory. To provide the early training in logic so important to enable the student to utilize and to develop it while still in school, it should be given in either the freshman or the sophomore year.

"But logic is a college subject. It's too difficult for high school," the skeptic will cry. If logic is such a vital part of education it should not be restricted to college students, but should be made available to all and at a time when comparatively few have left school, and early enough to aid a student in appraising the information he gleans during the rest of his school years. Perhaps it would require a little more work than a high school freshman has heretofore been expected to give his studies. It wouldn't hurt him. The average student suffers far more, although he may not know it, from a lack of ability to reason than he ever will from overwork. I am sure that the principles of logical thinking could be impressed on a freshman without overtaxing his mind. Who knows? A little mental exercise might do him good!

So it would raise the cost of education? More billions of dollars and thousands of human lives are wasted annually as a result of illogical reasoning in business and in the halls of Congress and the legislative bodies of our states, our cities, and our towns, and by the crime and war which result from irrational action, than would be required to finance a complete remaking several times over of our entire educational system. Every million dollars thrown away as a consequence of illogical thought could have been saved by the previous expenditure of a thousand dollars toward eliminations of the illogical

thought which caused the trouble in the first place.

Shall we choose to go on as we have and let the student of the future pick up by chance that ability to analyze, to appraise, and to originate ideas which he will need so much during his entire life? Or shall we rather choose to institute in the public schools a course in elementary logic compulsory for all freshmen, so that our educational system will furnish the world with citizens who know, not only how to understand and to express ideas, but to recognize the worth of these ideas and to supplement or replace them with original ideas which are the result of the logical use of their ability to reason?

DAVID CROWNFIELD, '47

LIQUOR: THE SCOURGE OF THE MODERN WORLD

It is, at this time, my purpose to set forth my beliefs as to why I consider liquor both damaging and degrading. The fact that we have seen an increasing number of men and women in an intoxicated condition every day is beyond dispute. Most of the persons whom we see today "under the influence of liquor" were the social drinkers of pre-war days. They have become the addicts of today!

A study of the situation reveals the fact that war neuroses constitute one of the major causes of the recent increase in the use of liquor. Wages were abnormally increased during the war. Near war plants and factories, saloons and "beer parlors" popped up like weeds. With the temptation near at hand, the ordinary hard-working man allowed himself to be influenced by less stable persons. This was the beginning of a steady decline. Or perhaps, these men found themselves fatigued, in need (relieve) of a "pick-up." The idea is unfounded. A person can relieve tension through a good meal and a quiet hour or two.

Through heavy drinking, business and professional men of ability and promise have lost efficiency and have sunk to failure. Human wreckage is to be found in every community. Competent workers who had good positions lost their jobs or received demotions. Divorces — two out of every five marriages — and delinquency resulted. After every week-end, out-put declined either because so many workers were absent on Monday or because they did not feel up to par. Industrial leaders are seriously concerned. Drinking contributes greatly to personal failure, to family misfortune, and to national weakness.

The war was unavoidable. There was, however, no need to use it as an excuse for excesses. Anyone so using it showed a fundamental lack of his convictions — an inability to face reality.

Another group that contributed to the increase in the use of liquor was composed of soldiers and other veterans. Some veterans — to present a gay front, to gain courage, which can be only a false purpose, and to forget — showed how weak they were, how immature, and how unready. For instance, some American soldiers, crazed by drink, beat and murdered six Japanese only to be later court-martialed.

It is bad enough that our nation has formed such a habit, but it is far worse that these soldiers have spread infection among so many of our young people, many of whom are of high school age. Perhaps it will not be admitted by the latter, but it is well known among them that the use of alcohol is a common practice. An example of this is the college student, who only a few months ago, while under the influence of liquor, molested and killed a railroad conductor. Also, I shall consider the situation which now exists in Maine, and which has recently been exposed by Maine officials. An article on the front page of a recent issue of a newspaper stated that there were increasing numbers of "high school kids" parking along the roads of that state for the purpose of drinking. Here is positive proof. A similar situation could arise anywhere! It is through our youths' feeling of loss and insecurity as well as their wanting to "show off" that these situations have arisen. Although no one will condemn returning soldiers for wanting to continue their schooling and receive a diploma, it is deplorable that they do not make a point of never exerting a bad influence on young people from four to eight years their juniors. Drinking is a sickness, certainly one that should never be passed on.

There is a marked increase in drinking among minors. The greatest cause of this increase is the vast number of delinquent parents.

The effects of liquor arouse the emotions. Anger and grief have caused many accidents. They blind the senses and cause a feeling of recklessness. Many ordinarily sane, well-adjusted persons when under the influence of foreign emotions cause disaster through carelessness. Liquor has the same effect. It makes one forget one's problems. It is a way, unfortunately, of escaping for a time, only until the crisis appears. While under the influence of liquor a person is either very gay, forgetful and incautious, a condition which can only lead to destruction, or ugly, under which the personality of the drinker declines and thereby motivates crime. Recklessness brought on by liquor caused 316 automobile accidents in 1946. A recent magazine article called alcohol "the major factor in motor accidents for pedestrians as well as drivers." Twenty per cent of adult pedestrians killed were to some extent under the influence of liquor. Twelve per cent

of the drivers were also under the influence. In Massachusetts last year, 5,000 persons were caught driving after drinking, 592 persons were injured as a result, and 55 persons were killed outright.

Although liquor may not have been the direct cause, there were in the first six months of 1946 in the United States some 16,000 arrests for sex offenses. The F.B.I. reported 3,161 murders, 23,550 robberies, 140,396 burglaries, 303,106 larcenies, and 94,493 automobile thefts — 14 per cent higher than in 1945. There are about 2,500,000 arrests each for drunkenness alone!

A last group, which is most appalling and shocking, shows an increased number of women inebriates. Their case histories start in one of several ways, but stem back to an unstable character. Men often follow this horrible road too, but it is the women who predominate by virtue of the spread of degeneration.

These women find that a drink or two makes a party more enjoyable — that is, it enables them to forget reality. Soon they find it helpful to have a drink before the party. The habit grows to include the luncheon engagement. After that the person becomes so dependent that the habit extends beyond the social into everyday living. The above is still more shocking because of the fact that it takes a woman only from two to five years to become a confirmed drunkard, whereas it takes a man ten times as long. There are an ever-increasing number of border-line cases and chronic drunkards.

Fifty million persons in the United States use alcoholic beverages: 40 million are social drinkers; three million excess drinkers, 75 thousand of these being chronic drunkards. In fact our capital, Washington, D.C., holds the preeminence for per capita drinking, where the sum of \$7,100,000 is spent annually for drink, while only \$3,600,000 is spent on education. The average is \$55 per capita, or \$150 actually spent by each person who drinks. This average amount of \$150 could make a considerable difference in the living conditions of some families.

Records and documents prove that the revenue derived from the sale of liquor does not, as many believe, increase the wealth of the state. In 1943, Massachusetts "gained" revenue through the liquor tax amounting to sixty-one thousand dollars. This amount was a little over half the amount spent on hospitals and the care of intoxicated persons and their families, who become dependent on the state for their food, clothing and shelter.

We have just reviewed the facts and figures concerning the appalling numbers of people who imbibe alcoholic beverages. We see in this situation a problem facing every one of every age group. We must find a solution. There are several possibilities which I would like to suggest: the first is through an

Then, as suddenly as it began, the rain ceases. The wind calms and the sky clears. Again the walks are filled with the passing crowd, impatient to be home. The newsboy hauls his papers out of the doorway and starts to shout his wares again. The policeman, now in a more pleasant frame of mind, is smiling as he removes his rain coat and directs the traffic.

The shower is over. It is quiet, the end of an ordinary April day. PATRICIA GAFNEY, '50

HAPPINESS IN HARDSHIP

Seeing the flash of lightning and hearing the distant thunder, Anne knew that in a few moments another of the dreaded storms would break. She wanted to run and hide, for she was as frightened by thunderstorms as any other little girl of eight. Yet, she stood in the open field. She could not go home for fear that her mother would be very angry and only send her back. Anne knew that now she was old enough to have the responsibility of tending the flock and that she should guard them carefully.

The rain began to descend and the thunder and lightning increased. Seeing that the sheep were safe, she turned to look for the old cross on the other side of the field, where she had found shelter so many times before. She turned and ran, her bare, cut, bruised feet skimming the ground. Paul was already there, snuggled trustingly beside the cross. She quickly crouched down beside him with tears streaming down her face. Paul tried to comfort her, but he was only a year older than she, and he was just as frightened as she. He knew how her bruises must pain her, for his legs and feet had also been torn by the sharp briars and rough stones. The rain beat unmercifully on their wounds and washed away the blood with hurting stings.

They clung together under the trembling cross until the storm ceased. It was late when it finally cleared and time to return home. They slowly stood up and said good-bye. Then Anne began her three-mile hike with her flock. It was becoming darker, and she was frightened again. She hurried her flock at almost a running pace. With her legs swelling and bleeding, she trudged on until she reached her lighted windows. As there were no shades or curtains, she saw that everyone had returned from his day's duties. She entered the house, a tired and frightened little girl. After thoroughly scolding her for her tardiness, her mother applied the burning salve that she used night after night, and put Anne to bed. How thankful she was to be able to lie down, though not for long, for she knew that at dawn she must get up and start out to the fields again. However, she did not mind greatly, for this was her life and no matter how hard it was she still loved her home and her flock,

and each day brought her some unexpected happiness. DIANA SHATS, '47

OUR HIGH SCHOOL

While walking around the corridors of A. H. S., working in its classrooms, or enjoying myself in its auditorium, I had never realized how lucky we all were to have such a beautiful building for our high school.

During the school year I have had the chance to visit some other schools around Abington and I couldn't help thinking how nice our building is in comparison with others. Many of the schools I visited had the first grades combined in the same school with the high school. In one school the students didn't even have lockers. They used in place of lockers, closets, in which all the students hung their coats.

In another school, I looked into many of the rooms. I was greatly surprised to find that the classrooms looked like the rooms of first or second grade students. They didn't have any modern appliances.

I know that when the pupils from various schools around Abington visit us, they will find a clean, neat school. We owe a lot of this to our janitors who work late in the evenings just to keep our building in a neat and orderly condition. I am sure that every other student in the school feels the same as I do or at least he should for at Abington he has many things to enjoy, which are not to be had in other schools.

The grounds of our high school are very pretty at all seasons of the year. In spring and summer they are at their best. Again the janitors work hard to keep these grounds in proper condition. Many people driving through Abington notice the schools and the high school in particular. Many people have moved to Abington because of the good schools. They knew that they had found a town in which they could be sure that their children would receive the best kind of education.

Sports are well practiced here at Abington and both boys and girls have many recreational advantages which pupils at other schools do not have. The football and baseball fields are always kept in the best condition. Each year they are improved. The basketball floor is one of the best; at least, it is better than any of the others I have seen.

In a school like this people might have the idea that the schools were in good order, and that sports were considered important but that the academic education was low. This is an incorrect idea. Abington has some of the best teachers there are. Getting the education isn't easy. It requires much hard work with a little play and a sufficient amount of free time.

BARBARA BOEHNER, '49

POETRY

GRADUATES OF '47

A band of freshmen in forty-three,
 Amidst the hardships of a great War,
 Embarked upon a voyage sublime,
 Undaunted, thinking of the time
 When they would face the world alone,
 When earth had shaped a better tone.
 For four long years they faced the test:
 A struggle, but they did their best—
 A pleasure here, a heartache there,
 Success and failure—yes, despair.
 Yet doggedly they carried on,
 They knew the battle must be won.
 And now, at last, four years have passed;
 Their problems all seem solved at last.
 And now they face quite unafraid
 The future. Now may all the parts they've played
 Reflect upon the Stage of Time
 Accomplishments in every line
 Of Drama. May those fruitful years
 Be replete with much laughter and few tears!
 And now at last we write Finis;
 Our high school life is history.
 We face the future and must form
 Our battle lines, come sun or storm.

JANE TOBIN, '47



SPRING AGAIN

Spring is here, is here, I say!
 Oh, how I wish it were here to stay!
 The trees are gay with bursting buds,
 And winds are drying up the mud.
 Everyone's wandering in a daze;
 We sit in class, out the window we gaze.
 The teachers get furious, but what can they do?
 They might as well contract spring fever, too.
 Marbles and baseball are popular play,

And everyone's feeling wonderfully gay.
 Park benches are full, and love is in bloom.
 Here's to the potential bride and her prospective groom!

GORDON SANDERSON, '50



VACATION

School days are almost over,
 June is on its way,
 Most of us can't wait
 To get outside and play
 Tennis, ball, and swimming,
 The things we so enjoy.
 Carnivals and picnics—
 Oh boy! Oh boy! Oh boy!
 No time to think of school—
 Then we suddenly remember
 That we'll be going back again—
 But not until September.

WILMA COLBURN, '50

SONNET ON SUMMER

In the long still hours of winter's mad'ning rime,
 When falls the dulling snow with tufted trail,
 My thoughts, far from this grey and toneless time,
 Do find enchantment in a summer's vale:
 The days of reverie, of skylark's call,
 Long drowsy dusks, a thund'ring sunset's close;
 I feel again the lulling night-rain's fall,
 Leaving a dainty, diamond-flashing rose.
 A platinum moon upon a silv'ring sea,
 The vault of blue, star-studded high above,
 A lingering August eve comes back to me
 With all its sweet purport of breathless love.
 But alas, my flights from winter are but mental,
 And thoughts concerning summer incidental.

DEANE HASKINS, '47

SHORT STORY

AND ALL BECAUSE OF A RABBIT

As the pale, yellow and pink stripes in the East gave warning of a doubtfully, lovely day and colorful sunrise, and the bright red sun reared its sleepy head dutifully to commence its daily journey across the great blue arc of heaven, another head, not red but covered with short, blond curls, reared itself over the horizon of a brightly-colored quilt and opened its eyes.

"Oh, goshi!" muttered the head. "I s'pose I gotta go to school," then fell back on the soft white cloud of pillow, and closed its eyes." "It's funny," thought the owner of the head, "no one's up. Mom must have overslept. Better get up, though."

When his warm toes made contact with the cold, varnished boards of the floor, they were retracted swiftly and Johnny began wondering if getting up was worthwhile. Finally deciding in the affirmative, he lazily pulled himself out of



bed and walked to the window to survey the condition of the world. Everything was quickly coming to life: the family of robins just below his window were opening their mouths for expected worms, the yellow eyes of the buttercups were opening for their morning perusal of the coming day, and a small brown rabbit scooted across the lane on a most important trip to the neighboring lettuce patch. It was too fine a day to spend bending over books filled with foolish problems and maps of places he would probably never see. "That settles it," thought Johnny, "I'll get out the fishing rod and spend the day at the brook. No one will ever know the difference." Slowly he got into his clothes, wondering how he could manage to get his

rod out of the house without anyone noticing. He had nothing to worry about however, for when he reached the kitchen, no one was yet stirring. Stealthily, he took the rod out to the stone wall so that he would have no trouble picking it up when he was supposedly on his way to school, and tiptoed carefully back into the kitchen. He prepared his own breakfast, only slightly burning his toast, and passed up the daily egg which was usually the only disappointing part of breakfast. Hitching the strap holding his books over his shoulder, he sauntered out of the house, looking as though he had every intention of going to school.

When Johnny reached the stone wall, he carefully substituted the books for the fishing rod and set off merrily for the old brook.

Colored with late May green, the fields were sprinkled with yellow, pink, and white as though some of the sunrise had slipped from the sky and taken its place on earth for the morning. The smell of summer was in the air as Johnny settled himself on the bank of the stream.

The little ripples of water breaking over the rocks looked as if they just ached to feel the end of a fish line. Around the bend went the little stream babbling its merry song without a care in the world. Johnny took off his shoes and, defying the pleas of his mother, dipped one toe and then a whole foot in. The water was cool but soothing. With the feeling that he was sitting on top of the world, he settled down to steady fishing and sat watching two bluebirds making lazy circles in the sky.

About noon, Johnny began to wonder what was going on at school and what would happen if he were ever caught away from school in the middle of the day. Suddenly he heard a slight snap as of a twig giving way under a heavy tread. Johnny's heart beat wildly. Who was it? What could he do? Hide? Where? He laid his rod on the bank and dashed behind a tree. There he saw him. It looked like his father! Wasn't that his red shirt? What if he should be caught? That must not happen. He saw a clump of bushes not far away to which he ran with greater celerity than his legs had ever before mastered. He must get away from that red jacket lurking in the path. Johnny's heart was thumping harder in his chest than ever before and he found himself running faster, faster, just to get away. Then it came! Johnny's heart leaped to his throat! His father's voice rang through the clear May air, "Johnny! John, Where are you?" What could he do? What would he say?

"Yes, Dad. I'm over here."

"Where are you? Oh, I see. Come here a minute."

"Yes, Dad." Slowly Johnny retraced the path to the brook which had been a scene of such pleasure only a few minutes before.

"I can explain, Dad," he said hurriedly. "I didn't really mean to do it. You see, it was such a nice warm day. I didn't really mean to skip, but I just couldn't help it. What are you going to do?"

"Do? Nothing. Since you've been pretty regular at church these last few Sundays, I guess one week won't make much difference."

Sunday!

BETSEY WHEATLEY, '48

LITTLE BUNNY

I met a little bunny

That wrinkled his nose at me;

He cocked his head, and thumped his tail

Beneath an old pine tree.

I thought of my garden

With its bed of choicest greens,

My tomatoes and my lettuce

And my rows of gold snap beans.

My carrots will be his choicest meal,

But still I cannot have the heart

To chase him very far away

From that place where his vitamins start.

LOUISE WHEATON, '49





SENIOR CLASS

*President, Paul Moriarty; Vice-President, John Lynch; Secretary, Joanne Curtis;
Treasurer, Robert Schneider*



SOPHOMORE CLASS

*President, Edward Donnelly; Vice-President, Earl Block; Secretary, Sally Sanderson;
Treasurer, Barbara Moriarty*



JUNIOR CLASS

President, Donald Morey; Vice-President, Theodore Pearson; Treasurer, Joanne Purcell; Secretary, Jean Parsons



FRESHMAN CLASS

President, John Ruzycki; Secretary, Paula McKeown; Treasurer, Richard Sanderson



GRADE EIGHT



SCIENCE CLUB

*President, Donald Ewell; Vice-President, Albert D'Amato; Secretary, Shirley Frolio;
Treasurer, Marilyn Curtis*



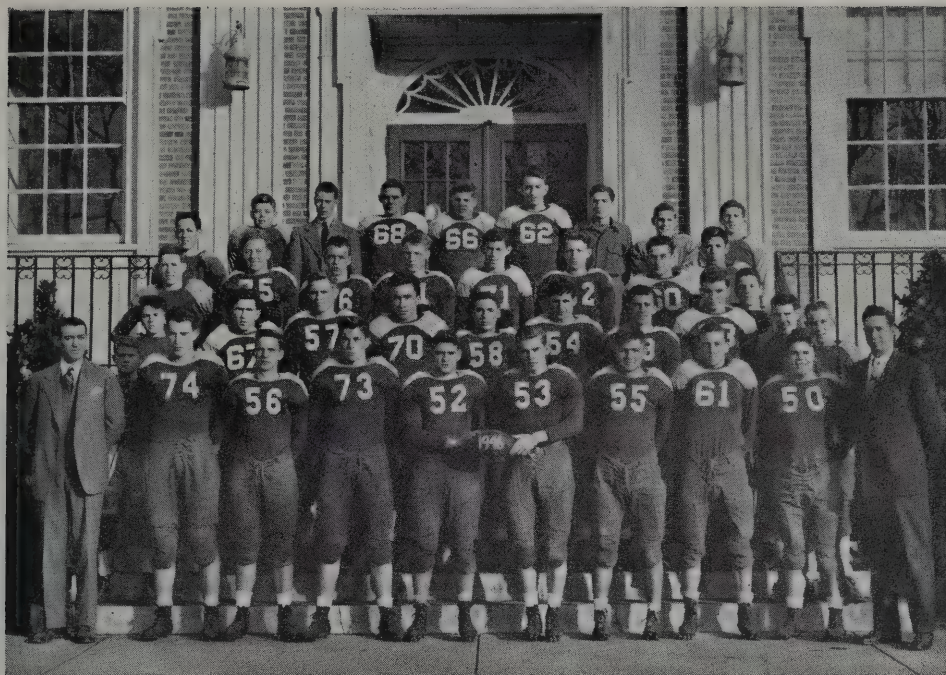
DRAMATIC CLUB

President, Shirley Frolio; Vice-President, Cynthia Sylvester; Secretary, Joanne Purcell; Treasurer, Phyllis Cheney



GIRLS' ATHLETIC ASSOCIATION

President, Pearl Lucas; Vice-President, Nancy Skinner; Treasurer, June Seaman; Secretary, Sally Sanderson



FOOTBALL TEAM
Co-Captains, Donald Ewell, Richard Lake



DEBATING CLUB
President, Nadeane Howard; Vice-President, Phyllis Cheney; Secretary-Treasurer, Helen Kristianson



GIRLS' BASKETBALL TEAM
Co-Captains, June Seaman, Marion Wilson



THE BEAVER STAFF
Co-Editors, Marion Wilson, Joanne Purcell

SCHOOL NOTES

SENIOR NOTES

The senior class had a meeting on April 9 to choose committees for the class day exercises, which it voted to have indoors. The committee in charge is: Pearl Lucas, David Crownfield, Joanne Curtis, Claire Olson, Fred Murphy, Deane Haskins, Richard Brown, Hazel Skillings, Virginia Moody, and Shirley Frolio. Nadeane Howard and Deane Haskins are writing the prophecy; Robert Schneider and Paul Sheehan the will; and the history, which is to be read at graduation, is in charge of Pearl Lucas, Paul Moriarty, and John Lynch.

The committee chosen to select the class gift consists of June Seaman, Elizabeth Schlieff, Joanne Curtis, Phyllis Cheney, and Pearl Lucas. Shirley Frolio, Nadeane Howard, and William Perham make up the music committee.

On May 24 the senior class will sponsor a record hop. The following people are in charge of preparations: Virginia Moody, music; Victor Stockbridge, tickets; David Crownfield, publicity.

JUNIOR PROM

On the evening of Saturday, May 10, the junior class held its annual prom. Miss Curtin and Mr. Morey were the chaperons. Mr. and Mrs. Mason, Mr. and Mrs. Frolio, Mrs. Morey and Mr. John Condon were the welcome guests. Dancing was held in the auditorium from eight until eleven forty-five to the tune of Milt Barnes and ensemble. Refreshments were served in the gym by members of the junior class. The hall was made suitably festive as a result of the efforts of the capable decorating committee.

ANNE SHEA, '48

THE SOPHOMORE CLASS

The first daring financial venture of the future class of nineteen-hundred forty-nine came on January 26, the day of the Sophomore Hop. Madcap advertising schemes, special attraction worries, (one well-wisher offered the suggestion of having jet-car races during intermission), and frenzied stabs at purchasing refreshments at the lowest possible costs, made the preparations for this "dance to end all dances" amusing, although it might not have contributed substantially to the attendance.

On the football field in the fall many sophomore boys joined the line-up, four of whom were presented jackets at the end of the season. The basketball courts of both girls and boys were star-studded with members of the class of '49, and now the baseball diamond is offering exercise for our many able ball players.

Regarding the musical question, the sophomore

class shows great promise on the male side of the G-Clef with such tenors as Thomas Strange and Earl Block crowding the lime-light in Miss Curtin's famed Glee Club.

At present, the class officers are planning an outing to be held at the termination of school sessions.

With the end of our tenth grade drawing near, we are looking forward to our junior year with anticipation, and we have high hope that it will afford us as much enjoyment as did our merry sophomore days.

LOIS GNONG, '49

BARBARA MORIARTY, '49

SENIOR SONG TITLES

Muriel Blanchard — "To Each His Own"

Richard Bowmar — "*Cynthia's* in Love"

Robert Brady — "Water Boy"

Richard Brown — "The Music Maker"

Walter Brown — "Asleep in the Deep"

Phyllis Burrill — "Sweet and Lovely"

Rose Carroll — "My Wild Irish Rose"

Phyllis Cheney — "Chop Sticks"

Peter Christianson — "Hello, *Pete!*"

Leslie Collins — "The Stein Song"

Richard Cox — "Show Me the Way to Go Home"

David Crownfield — "The *Spark* That Set My Heart Aflame"

Joanne Curtis — "What am I going to Do About You"

Albert D'Amato — "Let's Dance"

Phyllis Duhaime — "I Don't Know Enough About You"

Betty Ellis — "Blue Skies"

Donald Ewell — "You've Got to Be a Football Hero"

Shirley Frolio — "We're Tenting Tonight"

Ronald Fulton — "I'm Always Chasing Rainbows"

John Giniewicz — "Linger Awhile"

Deane Haskins — "Sheik of Arabi"

Nadeane Howard — "Jim"

Geraldine Jackson — "Don't Tease Me"

Thomas Januszewski — "Lay that Pistol Down"

William Kelly — "Has Anybody Here Seen Kelly?"

James Kiernan — "The Flutist"

Helen Kristianson — "Danish Polka"

Stanley Kuboski — "Who is Sylvia?"

Richard Lake — "Dancing in the Dark"

Pearl Lucas — "It's All Over Now"

John Lynch — "Just Waiting for You"

Robert Lynch — "Candy Store Jump"

Mary MacDonald — "Riding the Range Again"

Ruth MacPhelmy — "The Lass With the Delicate Air"

- John MacPhelemy — "It's so Peaceful in the Country"
 Virginia Moody — "I'm a big Girl Now"
 Paul Moriarty — "Heart-aches"
 Fred Murphy — "Beer Barrel Polka"
 Janice Nichols — "*Jack, Jack, Jack!*"
 Claire Olson — "Nobody Knows the Trouble I've Seen"
 William Perham — "How Deep Is the Ocean?"
 Robert Rogers — "Racing With the Moon"
 Elizabeth Schlieff — "Little Liza Jane"
 Robert Schneider — "Nancy With the Smiling Face"
 Roger Schofield — "Small Fry"
 June Seaman — "I Dream of '*Gene*' With the Light Brown Hair"
 Diana Shats — "In Old New York"
 Paul Sheehan — "How are Things in Glocca Morra?"
 Hazel Skillings — "You Must Have Been a Beautiful Baby"
 Roland St. James — "The Parade of the Wooden Soldiers"
 Victor Stockbridge — "Smarty"
 Jane Tobin — "Just my *Bill*"
 Robert Walsh — "Just my Lazy Day"
- Frances Watson — "I'm the Leader of the Band"
 Greta Ward — "I'll be Around"
 Bedford Wheaton — "The Dreamer"
 Helen Woods — "Whispering"

CLASS SONG

(Tune: Among My Souvenirs)

The hour has come to part,
 And deep within our hearts,
 The memories linger on
 Of happy years gone by.
 To teachers, kind and true,
 Who've helped us struggle through,
 To them we give our thanks
 And bid them fond adieu.
 The dances and the fun,
 The games we've lost and won,
 Have all combined to give
 A rounded education.
 And now we say goodbye
 To you at Abington High,
 Until we meet again,
 We say, "Farewell to you."

FRANCES WATSON
 PEARL LUCAS



SPORTS

SPORTS NEWS

The girls' basketball team completed its 1947 season with a record of eight wins and four defeats. Letters were awarded to the first team and to the seniors; Rose Carroll, Shirley Frolio, and June Seaman received jackets. Sally Sanderson and Marylou Devlin were chosen as co-captains for the 1948 season and Jean Parsons will serve as student-manager.

The combined boys' and girls' tumbling team again put on an exhibition at the Brockton Y.M.C.A. The girls' routine consisted of tap dances, combining precision with rhythm. After that, both the boys and the girls participated in tumbling, including head stands and pyramids.

EDNA CALDERARA, '48

BOYS' SPORTS

Abington High opened its baseball season at Abington with an 8-1 trouncing of Middleboro.

Middleboro scored early without the use of a hit. A walk, a passed ball, and a bad pickoff play gave them a short-lived 1-0 lead. Abington quickly retaliated. With the bases loaded, "Derby" Meserve singled to center to score two runs, and Stockbridge followed with a single to left to score Spillane. We were never headed thereafter. Led by "Dave" Anderson who gave up two hits and struck out fourteen, we had won our first game.

The high school journeyed to Whitman, where they went down to defeat 5-0. Charlie Donati, the Whitman hurler, threw a no-hitter in our face. Whitman scored in the second on a wild throw. In the third with one on, Boteri hit a home run to tally two more runs. We made six errors. The best play of the game was a throw from "Dave" Stockbridge to "Bill" Kiely in the sixth to nip a runner who overran third.

Abington again broke into the win column with

a four to two decision over Plymouth.

We scored in the fourth when Spillane doubled, took third on an out, and scored when Lake hit to the short stop, who raced into left field to make the catch.

Plymouth loaded the bases with no outs in the sixth. A double play was made from Morey to Kiely to Morey, but Andy walked the next two batters and the game was tied up 1-1.

In the seventh inning with the bases loaded, and two outs, Meserve dropped a double into right, scoring three runs and sewing up the game.

Abington High entertained Hingham in a wild and woolly ball game. Cox relieved Anderson, after "Andy" had blown up, and pitched masterfully. Stockbridge led our hitters with three singles and Jack Spillane got two safeties. In the ninth with the bases loaded and one out a squeeze play mis-fired and with that our chances of winning were gone.

Abington went down to its third defeat at the hands of Middleboro by the score of 15-3.

Middleboro picked up one run in the first, three in the second, and then became a complete runaway in the fifth, sixth, and seventh when they picked up ten runs. Lake and Spratt led our hitters with three hits each, the former getting a double and two singles, the latter a triple and two singles.

Abington High defeated its arch-rival Rockland 11-9 in a game played at Abington.

Features of the game were Spratt's and Morey's homers. Spratt's came in the second with the bases empty and "Moe's" in the fifth with two on. Spratt hit another home run but was declared out when he failed to touch third. Rockland made the game close in the eighth when Morey weakened. Walks and poor fielding gave Rockland six runs. Spratt got three hits to lead in that department. Spillane and Stockbridge got two apiece.

PETER GARDEN, '48





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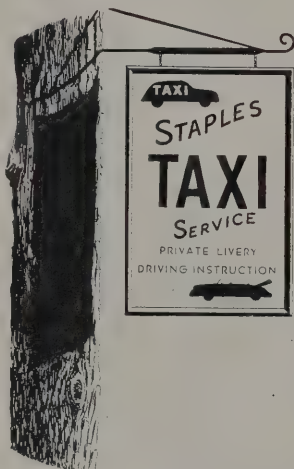
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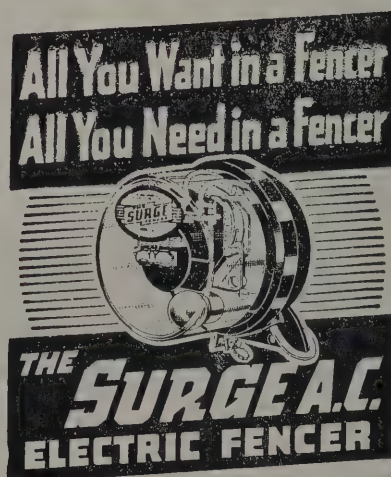
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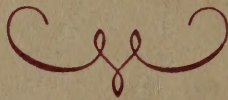
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